DOCUMENT RESUME

ED 326 631 CE 056 358

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TITLE Equity in California. Interventions. Career-Vocational Education Single Parent/Homemaker Programs in California.

INSTITUTION California State Univ., Sacramento.
SPONS AGENCY California State Dept. of Education. Div. of Career-Vocational Education.
PUB DATE 89
NOTE 138p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; Community Programs; Demonstration Programs; Disadvantaged; *Displaced Homemakers; High School Equivalency Programs; Job Training; Models; *One Parent Family; Postsecondary Education; Poverty; Program Effectiveness; Program Evaluation; *Program Implementation; *Sex Fairness; State Programs; *Vocational Education; Womens Education
IDENTIFIERS *California; Carl D Perkins Vocational Education Act 1984

ABSTRACT

This report records the accomplishments of single parent/homemaker vocational education programs in California, mandated by the Carl D. Perkins Vocational Education Act of 1984. These programs assist single parents/homemakers in their progress from poverty and public assistance toward personal empowerment and economic self-sufficiency. The report also presents the success stories of the persons served. The document is organized in three sections. Section I presents comments reflecting the experiences of two categories of persons deeply involved in the California Career-Vocational Education Single Parent/Homemaker Projects: (1) those who have received services and (2) those who plan and carry out the daily activities of the programs and projects at the local level. Section II describes statewide projects that facilitate the activities of local projects; they include gender equity consultant, Project TIDE (Toward Individual Development through Equity), Project TEAM (Together Everyone Can Ascend Mountains), CIRCLE Project (Circulating Information, Resources, and Curriculum for Living Equally), Pasadena LADIES (Life after Divorce Is Eventually Sane), and the Evaluation and Training Institute. Section III contains excerpts from the formal evaluation of 1986-88 activities provided by the Evaluation and Training Institute. A directory of single parent/homemaker grantees is provided. (KC)

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INTERVENTIONS

Career-Vocational Education
Single Parent/Homemaker Programs
in California

CIRCLE Project
A Project funded by the
California State Department of Education
Career-Vocational Education Division

PREFACE

Society has at last acknowledged the existence of variations on what was once considered the traditional nuclear family unit. Among those variations are the extended family, grandparents raising their grandchildren, older siblings raising their younger siblings, and concerned neighbors actively assisting in the care of neighborhood youth. *INTERVENTIONS* focuses on yet another significant variation on the family unit which statistics will not permit us to ignore—the single parent/homemaker. It is critical that the integrity of this unit, as well as the others, be strengthened. It is critical that the children of single parents/homemakers receive quality holistic support from all delivery systems.

INTERVENTIONS records the accomplishments of the implementors of single parent/homemaker vocational education programs. These programs assist single parents/homemakers in their trek from poverty and public assistance toward personal empowerment and economic self-sufficiency. Most importantly, *INTERVENTIONS* narrates the success stories of these courageous individuals. Indeed, "the tone is upbeat, exciting; we see women on the move, bringing themselves and their families up and out of poverty, moving on to achieve the goals they have set for themselves."

The Specialized Programs Branch of the California State Department of Education commends the efforts of the statewide vocational equity network in serving the needs—education, career counseling, job skills training and placement services, child care and transportation—of California's single parents/homemakers and their children.

Shirley A. Thornton, Ed.D.
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INTRODUCTION

BACKGROUND: WOMEN AND POVERTY

While the Carl D. Perkins Vocational Education Act of 1984 was pivotal, it was not the first to acknowledge the need for intervention in traditional, gender-biased approaches to vocational education. When the Vocational Education Act of 1963 was amended by Congress in 1976, funding and programs were directed at eliminating sex bias and sex stereotyping in the nation's vocational education system. Still, the Perkins Act is singularly noteworthy in that it has been the federal government's vehicle for response to a situation made known in the 1981 report for the National Advisory Council on Economic Opportunity called *Women and Children: Alone and In Poverty* and a subsequent, much publicized, 1983 report by the U.S. Commission on Civil Rights called *A Growing Crisis: Disadvantaged Women and Their Children.* The 1981 study lists the possible personal and social sources of poverty and points out that, of these, about half of the causes (such as lack of education, inadequate skills, poor health, low work commitment, racism, lack of job opportunities) can apply to both men and women. The other half apply to women only.

The distinct character of women's poverty, the report says, has "two sources: women have the major responsibility for child rearing, and women's income and economic mobility are limited further by occupational segregation, sex discrimination and sexual harassment." Many poor women are unable to remove themselves and their dependents from poverty because of "significant employment barriers" such as occupational segregation, wage disparities between males and females, discriminatory

exclusion from high wage jobs, and lack of affordable child care.

These employment problems are compounded for Black and Hispanic women, who must also confront racial and ethnic discrimination.

Despite data showing that poverty rates for both men and women decrease with higher levels of education, the report found that women are much more likely to be poor at all levels of educational attainment than men. In other findings, the report concluded that sex-stereotyping in classrooms and sex-segregated enrollment in educational and training courses may prevent young women from learning about the wide variety of jobs available and from realizing that most jobs traditionally held by women have low wages and lack upward mobility. In addition, the report notes, the increasing incidence of unwed motherhood and marital disruption contributes greatly to the poverty crisis among American women.

The phrase, "The Feminization of Poverty," was coined to attract attention to the problem outlined in the Report, and the attention attracted to the problem did result in further analysis and a concerted effort to identify strategies for addressing the trend. The Perkins Act followed in 1984 carrying funding for, among other things, programs to address the so-called "growing crisis," a trend toward a poverty class which will bemade up exclusively of women and children by the end of this century.

OVERVIEW OF THE CARL D. PERKINS ACT

Vocational education was completely changed when President Reagan signed into law the Carl D. Perkins Vocational Education Act of 1984. This historic legislation, which remained in effect through fiscal 1989, provides the largest allocation of federal dollars ever targeted for vocational education training and programs for girls, women and other traditionally underserved groups. The Perkins Act encourages states and the U.S. Department of Education to support programs and strategies dealing with sex equity and single parent/homemaker issues, and to emphasize services to the most financially needy among those being served.

The Introduction to the General Information section of the "Application for Allocated Federal Vocational Education Funds for Project Year 1988-89" sets forth the purposes of the Perkins Act as follows:

1. to assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

2. to assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational educational programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

3. to promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

4. to improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

5. to provide vocational education services to train, retrain and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

6. To assist the most economically depressed areas of a state to raise employment and occupational competencies of its citizens;

7. to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic services of this Act;

8. to improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

9. to authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

THE CALIFORNIA NETWORK

California's response to the directives of the Perkins Act and the societal problems it addresses has been to establish a sex equity/single parent network that systematically serves the entire state. This network provides in-service training and staff development, on-site technical assistance, resource acquisition and development, primary research, curriculum planning, and collaborative linkages for secondary school district administrators, regional occupational center/program personnel, community-based

ganizations and community service organizations receiving
cational educational equity and single parent/homemaker
ants authorized by the Perkins Act.

ecifically, the major goals of the sex equity/single parent/
memaker program administered by the California State Depart-
ent of Education, Career-Vocational Education Division are:

to comply with the mandates of the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524);

to assist the California State Department of Education, the Specialized Programs Branch, and the Career-Vocational Education Division in meeting their missions and goals;

to serve all geographic areas of the state that are most in need of services;

to provide those individuals most in need with services, activities, and programs sponsored by vocational education;

to promote the economic self-sufficiency of females, particularly teen parents and GAIN participants.

DEFINITIONS

The Job Training Partnership Act (JTPA) is federal legislation administered by the California Employment Development Department and local private industry councils (PICs). JTPA provides employment and training programs targeting economically disadvantaged persons, recipients of Aid to Dependent Children (AFDC), and persons with serious barriers to employment, (i.e., displaced workers).

Greater Avenues to Independence (GAIN) is a mandatory job training and placement program specifically for all able-bodied recipients of AFDC having children 6 years or older. (The 1988 Family Support Act will lower the age to 3 years.) GAIN is initiated through state legislation and administered by the California Department of Social Services.

Community-based organizations (CBO's) are local non-profit organizations engaged in community service.

SOLO Projects are the 47 large single parent/homemaker programs throughout California which provide services through a Local Educational Agency and in partnership with a community-based organization (CBO) or a community service organization. SOLO Projects work with participants prior to placement in vocational programs and offer a variety of services to overcome barriers to self-sufficiency.

describes a very important stage in California's effort to support the ongoing struggle toward equity and self-sufficiency for women.

Section I of this report presents comments reflecting the experiences of two categories of persons deeply involved in the California Career-Vocational Education Single Parent/Homemaker Projects: (1) those who have received services and (2) those who plan and carry out the day-to-day activities of the programs and projects at the local level.

Section II of this report describes statewide projects which facilitate the activities of local projects: Project TIDE, Project TEAM, CIRCLE Project, Pasadena LADIES, Education/Business/Industry and the Evaluation and Training Institute (E.T.I.). Each has a distinctive role in relation to the local projects and contributes to achievement of the major goals of the sex equity/single parent/homemaker program administered by the California State Department of Education, Career-Vocational Education Division.

Section III of this report contains excerpts from the formal evaluation of this year's activities provided by the Evaluation and Training Institute, (E.T.I.), described in Section II.

SECTION I

PERCEPTIONS OF THE PROCESS: ACTIVITIES, BARRIERS AND RESULTS

In this—the fifth and last—year of the original funding period for projects initiated under the Carl D. Perkins Vocational Education Act of 1984, it seems fitting to examine the perceptions of project implementors who design the programs and provide the services. The achievement of their goals provides the measure of success for the entire single parent/homemaker self-sufficiency effort. Narratives describing 1987-88 local project activities throughout California capture the human dimension of activities as they are experienced on a day-to-day basis. Individual stories are organized to reflect current themes that emerge, but the words are those of the project implementors themselves. Under the heading "Perceptions of the Process," they comment upon the status of their projects and, in some cases, barriers to overcome. Under the heading "Individual Success Stories," project implementors recount program participants' achievements. Overall, these perceptions provide unique insight into the current status of the California Vocational Education Single Parent/Homemaker Projects.

PERCEPTIONS OF THE PROCESS:
DESCRIPTIONS OF ACTIVITIES, BARRIERS, AND

ND RESULTS.

One of the most striking characteristics of the single parent/homemaker vocational education projects is the enormous multiplicity and diversity of services that they offer. These services range from education, career counseling, job skills training and placement services, dealing with child care and transportation issues, coordinating with local agencies and networking with community organizations, to setting up clothes closets and helping individuals overcome fear and a low self image.

The project administrators and implementors demonstrate a high degree of flexibility and creativity in overcoming problems and barriers. Their participants are often identified as "high risk," frequently coming into programs with multiple barriers to self-sufficiency. Project staff take a very real pride in the success of their participants, and they work hard to ensure a positive image for their programs and to develop needed support for the single parents/homemakers within their communities.

COMMUNITY NETWORKING

Among the most impressive achievements of the projects are the extraordinarily successful networking relationships that project implementors have developed. End of year reports list hundreds of organizations and agencies with which the projects have successful and positive working relationships.

The following excerpt from one project report shows the mutual benefits when project staff leverage the resources of their project with the resources of other agencies and community groups. This example describes a special community-based organization/ school district joint project in a low income public housing project. The school district had a grant to develop a progressive office training center and in turn did special outreach in the housing project to serve single parents. What they discovered was that it took more than advertising the service to enable prospective participants to enroll. Implementors met the challenge by involving several public and community-based agencies in the process. The implementors report,

> **We made a great impact on our community and school district as a result of our recruitment activities, publicity and participation in the Mar Vista Task Force and the Women's International Job Workshop . Other agencies involved included West Los Angeles YWCA, Los Angeles Unified School District Equity Project, and the Los Angeles Commission on Human Rights, The Western Region Asian American Project, Neighborhood Youth Association and the Los Angeles 6th Council District. From January to June 1988, we enrolled 34 single parent/ homemakers in our Office Training Center and at least**

40 others into ESL, Adult Basic Education, our JTPA/GAIN Pilot Program, high school diploma and GED, and amnesty classes in our district. We placed 11 into full time employment. In addition, we have referred people to other educational and/or training programs or to social service agencies, child care, amnesty specialists, legal services, Department of Rehabilitation, EDD or other agencies. Because of a special minority single parent/homemaker grant, we were able to provide extensive counseling and guidance, training and placement activities to 11 Black and 6 Hispanic single parents enrolled in our Office Training Center. We now have representatives from over 30 community agencies on the Mar Vista Task force under Los Angeles City councilwoman, Ruth Galanter, working together to improve conditions at Mar Vista Gardens . . . . Los Angeles City Police Chief Daryl Gates spoke at one of our meetings and stated that over 250 arrests in the area were made from January to the end of March for drug and gang activities. We had a graffiti clean up. We had 60 women attend the all day Women's International Job Workshop. The LINKS (A women's service organization) provided clothing on several occasions for our Mar Vista Gardens women . . . .We are coordinating drug and gang prevention activities with different agencies. We found 2 free camps for youth this summer. We are working with housing to establish 2 childcare bungalows for GAIN (Greater Avenues for Independence, a Department of Social Services welfare education/training program) recipients at Mar Vista Gardens. With Budget-Rent-a-Car we received free vegetable plots for the End World Hunger Program at Mar Vista Gardens. We now have on site ESL classes and amnesty classes are being offered at a local childcare agency through Los Angeles Unified School District. ***Culver City Unified School District***

The preceding quote is shown in its entirety because it points out the variety of basic needs that should be met before many single parent/homemakers can take advantage of vocational training and start to make the first steps toward economic self-sufficiency. Among these basic needs are the need for a safe place to live, the need to ease fears of deportation, the need to cope with a new language and new country, the need for clothing and even the need for fresh vegetables and good nutrition.

Frequently project staff see community networking as one of their major accomplishments having long-term benefits. The following excerpts are typical:

The network of agencies working together provides information and strategies for the participants and is the major accomplishment of the projects. Without the cooperation and volunteer effort of time and services these projects would not have been successful. ***Merced County Regional Occupational Program***

We are establishing a reputation within the community as a facility that cares about individuals. ***Calaveras Unified School District***

Another source of pride is the strong commitment of several of the doctors in the community to our program and the commitment of Xanthos House, a family counseling center. Both have volunteered many hours of their time. ***Lodi Unified School District***

Due to willingness throughout the county and the community to help each other with special people and their particular problems, lives have been changed for the better, families have more of a chance to succeed, and our community benefits. ***Fairfield-Suisun Unified School District***

There has been a long standing competition for these services and the school became an unbiased provider of assistance for each organization to meet the needs of the portion of the Native American population they serve. By being involved with each of the community based organizations in the area, we have helped them network their services in a new environment, the schools. ***East Side Union High School District***

MAXIMIZING AND SHARING RESOURCES

When community groups and agencies get together to pool their resources and avoid duplication of efforts, projects can expand the participant base that can be served. The following remarks are gleaned from project reports.

With GAIN in place, the Department of Social Services is providing services to AFDC recipients and Single Parent/ Homemaker funds can be saved for non-AFDC eligibles. In our community, we don't have to turn too many women away now. ***Oceanside Unified School District***

Our use of and coordination with existing programs made it easy for us to target a select group of students. By coordinating with our Dropout Outreach Program, we had 115 already identified "at risk" students to work with. Many of these students fit the criteria for single parent and/or homemakers. By coordinating this project within our school-based program, we were able to draw upon resources from other specially funded programs. This saved time, energy and money. ***Duarte Unified School District***

The community Employment and Training Coordinating Committee formed by the Project is comprised of 21 agencies and programs providing educational/vocational training/employment and other supportive services to a population mainly comprised of minority, low-income (or welfare) teen and adult single parents/displaced homemakers in the City of San Francisco. It continues to be a dynamic and effective forum which meets monthly to exchange information, share resources, avoid duplication of services, share expertise and solve problems. It has recently held a series of joint meetings with the Youth

Employment Coalition, a project of the Delinquency Prevention Commission, funded by California Youth Authority. We have been looking at the issues of high risk youth employment and training. ***San Francisco Unified School District/TAP***

Several districts did an assessment of services available in the community and compiled resource lists and directories of single parent/homemaker services. An example of a typical response to these directories is a reference to a pamphlet, *Single Parent Resources*, distributed by the **Lodi Unified School District Career Center**. The project implementor quotes community agencies and teachers who received copies of the resource book:

This has been one of our most needed resource booklets. The wide range of "help sources" will aid the student in parenting as well as provide resources for self help and improvement.

Thank you for sending me more copies!! I have hoarded the others letting them go only in emergencies. The more I get, the more I can use.

CHILD CARE

For single parents to be able to take advantage of educational and job training opportunities, a major prerequisite is low cost, or free, convenient child care. This need is repeated again and again in the project directors' narrative responses.

The child-care component was a project in conjunction with the Child Care Council. Mothers who were enrolled in a vocational or academic program were offered licensed child care. For many of the participants, this was definitely the saving grace for completion of this year's classes. Women were selected on a need basis, low income and re-entry being a priority. It was the intent of the project to offer women a success script rather than one of failure. It is estimated that the majority of women who drop out of educational and/or training programs do so because of problems with child care, not because of lack of ability. This definitely held true with our project. Out of the fifteen women who participated, eleven were able to complete their schooling. ***Dei Norte County Unified School District***

By providing safe, free-of-charge day care plus transportation to school sites for our participants, we have removed the two greatest obstacles to their continuing high school. ***Lake Tahoe Unified School District***

Through the various projects we were able to provide child-care, transportation and other support services to our participants. For many of them, this was the only way they could complete their training program, buy books and supplies, or have adequate care for their children. ***Kings County Regional Occupational Program***

The Regional Occupational Center and the Adult School along with the child-care center are located on the same campus. This creates an ideal situation to service both basic education and vocational skill building needs. ***Kern County Union High School District and Regional Occupational Program***

Although many districts have begun to expand child-care options, there is still an enormous problem yet to be solved.

One child-care center is only open until 2:30 p.m., and some students worked jobs until 5:00 p.m.. *Lodi Unified School District*

The only barriers I believe we have experienced are the lack of child-care facilities. There just aren't enough to go around. *Porterville Union High School District*

Child care was a major deterrent in attendance at workshops and conferences due to lack of adequate child-care providers and licensed family day care homes in Tulare County for non-permanent short term care. *Tulare County Regional Occupational Program/Center*

The major barrier continues to be child care, especially for mothers with infants. We have offered workshops during daytime hours as well as in the evenings as some single parents have fewer child-care problems at one time or the other; however, as the provision of child-care services is insufficient to the demand, and often costly, this barrier often seems insurmountable. *North Orange County Regional Occupational Program*

After childcare, the second most pressing need of students is for transportation so that they can attend classes and workshops and get to child care facilities. This is particularly true in rural areas where there is very little, if any, public transportation. Yet some projects are able to overcome these problems:

In association with the Kings County Job Training Office, a mobile assessment center is being utilized to provide services for participants in the hard-to-reach areas of Kings County. Kings ROP Career advisors are better able to offer services to "high risk" participants throughout the County. ***Kings County Regional Occupational Program***

Community relations provide many services and much support. El Dorado Transit has agreed to bring one young student to the school and baby group (support group) two days a week because of unusual circumstances. ***El Dorado Union High School District***

Teen mothers were provided transportation to school via the only public system in the county, "Dial-a-Ride." This allowed the Single Parent project to interface with the parenting program.

The transportation problem is especially severe in rural areas:

There is no local bus system. Dependable transportation would allow more adults to take advantage of the training programs and services offered by the community college, the Woodruff ROP Program in Stockton and community-based organizations in Stockton (about half-an-hour from Lodi). ***Lodi Unified School District***

JOB TRAINING, JOB PREPARATION AND EMPLOYMENT SKILLS

Education is much more than can be learned in the classroom. Preparation for employment, job training, on-the-job training, internships and workshops on job interview techniques, resume writing and enhancement of self image are also part of the educational packages. The transition process from education to employment is often intimidating to the participant. Workshops,

conferences and counseling are frequently critical to success in improving self image, getting and staying motivated, and being prepared for the job training itself. The human resource component of education—the people who work with people—is one of the most valuable of all resources.

We offer a 40-hour course on pre-employment preparation that has been a dynamite course. This four-hour-a-day, two-week course emphasizes self-esteem, feeling great about yourself and developing self confidence. It includes career assessment, guidance and counseling, job interviewing techniques, etc., but in no way resembles the "typical" job club programs of the past. To date, three-fourths of these students have become employed or enrolled in vocational education. Calls and letters from participants say we are on the right track and to keep up the excellent program. ***Fresno Metro Regional Occupational Program***

In our rural community we are the ONLY educational facility which fulfills a wide variety of needs for the single parent/homemaker. As our program continues to grow, we have been able to offer basic skills classes, high school diploma programs, GED preparation classes, job training, job placement, counseling, parenting education, health services, nutrition education, child care and other related services. ***Calaveras Unified School District***

Counseling, job preparation and job readiness elicit an enormously positive response from students, and certainly the counselors do more than simply job counseling:

Within a partnership established with a local counseling service, students have received individual and support services. The majority of students considered this to be the most important part of the project. ***Duarte Unified School District***

This year Dental Assistant lab fees for three single parents on AFDC have been waived. This was accomplished through the counselor to help these students successfully complete job training. ***Lodi Unified School District***

Through SOLO conferences, workshop mini-series, and one-on-one counseling, 160 single parent/homemakers made career/job decisions and were connected to training, schools and other human resources. Those going in and out of jobs and those coming from schools to jobs found encouragement, counseling, guidance and support. They also found assistance with resumes and referrals to job interviews. ***Tulare Unified School District***

Independent living skills are being fused into the curriculum of the Career Placement Center site vocational classes. Goal setting and positive self-esteem are emphasized. Students are encouraged to recognize their own strengths and weaknesses and are taught how to get along with co-workers and employers.

Students may become interested in the learning process itself.

Our single parents . . . are interested in learning more than the core curriculum as they complete their high school requirements. ***Lynwood Unified School District***

ROLE MODELS/MENTORS

An important component of a single parent/homemaker program is exposing women to role models who show them that they too can be successful at what they choose to do. Also, mentors who take time out of their own busy schedules to help women on an individual basis are vital assets to the programs.

Our project has recently established a mentorship program jointly with the American Association of University Women. The purpose is to match pregnant and parenting teens with career role models who will offer them advice, support and encouragement in the pursuit of their career goals. The student goes to the mentor's job site weekly to learn job skills and increase job awareness. ***Ceres Unified School District***

IMPACTING TEEN PREGNANCY

Educational programs help to reduce the number of second pregnancies and the pregnancy complication rate.

The rate of recidivism is low . Four percent of the population served had a second pregnancy/birth as compared to the 23% average in Los Angeles. ***Fairfield-Suisun Unified School District***

The pregnancy complication rate for teens . . . not participating in our program was 44%. For teens involved in the Young Parents Project this rate declined to 20%. ***Lake Tahoe Unified School District***

OUTREACH TO MINORITY GROUPS

In order to encourage greater participation of single parents/homemakers from diverse ethnic backgrounds, special community-based organization/district partnership grants were awarded. District project implementors have reported the following:

This year we were able to serve a total of 25 single Hispanic farmworker parents. These participants were farmworker women who had many barriers, from language and low education levels to low self confidence and an overall fear of education and other service agencies. Many of these parents live in isolated communities. We were able to reach these parents only because of the Hispanic Single Parent/Homemaker Project. ***Woodland Joint Unified School District***

Mujeres Latinas were involved in outreach, cooperative workshop implementation, mentoring and sponsorship of trips to universities; Delta Sigma Theta provided local labor market information, arranged for outstanding consultants, involved local ministers and community agencies; American LAO Women's Association worked with limited English speaking participants. ***Merced County Regional Occupational Program***

This project's major goal was to utilize volunteer services of a Black women's sorority to provide "mentoring" for minor parents and pregnant teens. Students were presented with role models, Black women who had succeeded in business and industry. The program was successful because young people responded with enthusiasm to the encouragement of mentors relative to finishing high school, going on to college and preparing for employment. ***Grant Joint Union High School District***

CLOTHING

Many students who have completed their education and are preparing for transition to the work force do not have the financial resources to purchase clothes for an interview or a new job. Many projects set up "clothes closets" to take care of this need:

> **A clothes closet where donated clothes were distributed to participants for use on the job was maintained with great success. A conservative estimate would be that 75% of the students that participated in the "clothes closet" were able to find free clothes to help make them more job-ready."**

> **Lack of appropriate clothing, family or significant other support, and enough self-esteem to motivate [students] were other barriers. Once contact was made with staff these barriers were often resolved through our available women's clothes closet, self-awareness, skill identification, and problem-solving sessions with the counselor. *Tulare Unified School District***

COOPERATION OF BUSINESS AND INDUSTRY

The cooperation of local business and industry provided a valuable vehicle for helping students obtain work experience.

We were pleased to learn from our Hewlett-Packard representative that every one of the students hired from our program had been promoted, some more than once. Our Convair representative was also very complimentary, stating that our students demonstrated better training in the basic skills than those from other training programs. ***Poway Unified School District***

Internships were formed with corporations, including Chevron, U.S. Leasing, MUNI, Levi-Strauss and AT&T." ***San Francisco Unified School District***

PERSONAL CHANGES

The narrative summaries bear witness to the enormous impact that the projects have had on students' lives and the many personal transformations and changes that have taken place.

> **These young women not only received a diploma, they received an internal gift of success. With their accomplishments, they can begin to take control and choose a direction for themselves and their children. This joint effort project is more than a safety net. It is a ladder to the future.** ***Del Norte County Unified School District***

> **Because of our open door policy, immediate availability, and our team effort . . . many lives have been stablilized. Some participants have chosen to stay, for the moment, stabilized. Others have chosen vocational training, including clerical as well as non traditional, while some are college bound. We are no longer the "best kept secret in town." We are getting better known in the community and single parents/homemakers are coming in or calling.**

> **Follow ups to the Life Skills Management Workshop have provided us with many gratifying stories of decisions and commitments made by the students due to the expert guidance and counseling given during these workshops.**

As students begin to feel that the community is supporting them, they, in turn, start to feel the responsibilities of being community members:

> **Rights and responsibility as members of the community are emphasize, and voter registration is encouraged.** ***Hacienda La Puente Unified School District/Regional Occupational Program***

Project staff who have been able to follow up on the lives of previous participants often find the outcome gratifying.

> **I have searched out the current positions of some former clients to find that there are many young women who have made the transition to responsible and productive lives. I found three employed as medical assistants in medical offices, one an office manager at a local business office, another a dental assistant and several others pursuing careers in college. An in-depth study has not been done; however, a look at some of the transitions of clients has been gratifying.** ***Centinela Valley Union High School District***

PEER SUPPORT

Not only do recipients receive support from the projects and community organizations, they also help each other.

A real source of pride for our program is the teen panel. The members have conducted themselves in a professional manner and have been able to do peer counseling. The panel has received excellent evaluations from the community. ***Lodi Unified School District***

Because of the support groups, participants have decided there is hope and are able to get some goals in mind and actually start working towards them. ***Fairfield-Suisun Unified School District***

BARRIERS

The barriers confronting those providing services are many and varied. High on the list are limited funds, lack of adequate child care and lack of transportation.

All of the projects need additional financial resources to increase their services to single parent/homemakers. Project staff are frustrated by knowing what could be done with additional funding and the impact more resources would have on women struggling to keep themselves and their children out of poverty. One coordinator noted that:

> **The most difficult task was trying to spread the funds around fairly yet still provide quality services to our participants. In implementing the project, the limited funds were earmarked in order that they would have the greatest impact on the client.**

One of the more interesting things one finds in reading about the barriers identified by project staff is how often they not only identify the barrier, but find a way to overcome it in whole or in part. At the very least, they identify what needs to be done to overcome it.

> **Recruitment and retention are still somewhat problems. There is an initial distrust which we must constantly work to overcome. After becoming involved, however, participants change their attitudes and begin to participate without their previous reservations.** ***Compton Unified School District***

Students continue to exhibit attitudinal barriers that need to be overcome. They are fearful of trying new things and need the support and reassurance that they can be successful in ROP/ College. ***Shasta Union High School District***

Of course the regular problem exists, that is, single parents who are slow to get started. They seem uninterested in receiving the help. This year I had an interesting situation with a student's parent. Her mom could not understand what my motives were, why I would provide child care so her daughter could attend school. But after many calls, home visits and parent conferences, the mother finally accepted the program and the student is in school. ***Lynwood Unified School District***

Last year we reported that participants were experiencing some frustration in their basic skills abilities as they attended job training programs. Happily, this year we can report that this barrier has been addressed by the 49'er ROP in a trial short term course this summer to work on basic office skills and grammar. The inadequacy in basic skills is a definite barrier and we will be encouraging ROP administration to continue offering this class. ***49'er Regional Occupational Program***

Many clients lack sufficient drive to persist. We plan to intensify our training time with them so as to accelerate their ability to reach goals and achieve successes as quickly as possible. ***Riverside Unified School District/OIC***

We have identified two prominent barriers of single parent/ homemakers which interfere with the achievement of self-sufficiency: low self-esteem and the lack of awareness of non-traditional careers as acceptable options for employment. These areas of the curriculum have therefore been emphasized - self-esteem enhancement, confidence building and the consideration of non-traditional occupational choices. ***North Orange Regional Occupational Program***

CORRECTIONAL FACILITIES

There are particularly difficult problems with the growing numbers of single parents in correctional facilities. One report describes the situation as follows:

Incarcerated persons often come to correctional facilities from families in turmoil. They characteristically have unrealistic expectations of self and others and poor communication skills to express and discuss those expectations. They generally lack understanding of issues surrounding sex roles, sexuality, intimacy, family planning, and sexual responsibility. Many have a history of substance abuse and domestic violence within their family. Most have low self-esteem . . . . It was a concern of the committee that the emotional and psychological needs of teen parents were not being addressed as successfully as the academic and parenting education needs were. It was not financially possible to hire counseling staff to cover the needs of the student enrolled at our institution or to provide adequate time. ***Ventura School/California Youth Authority***

LANGUAGE BARRIERS

Limited and non-English speaking participants have a difficult time accessing services and employment.

> **The group of Single Parents/Displaced Homemakers/ Minority Women we serve are predominantly associated with poor education, low motivation, low self-esteem and lack of employment skills. Those who are employed earn very low salaries. In addition, we encounter the following barriers: lack of bilingual personnel within our community service area who could provide services to the Spanish-speaking population, and lack of employment and training opportunities available for non-English speaking people.**
> ***Sacramento City Unified School District***

DRUGS/ALCOHOL

Problems with drug addiction also presented barriers to those facing the struggle with addiction as well as to project staff trying to help them.

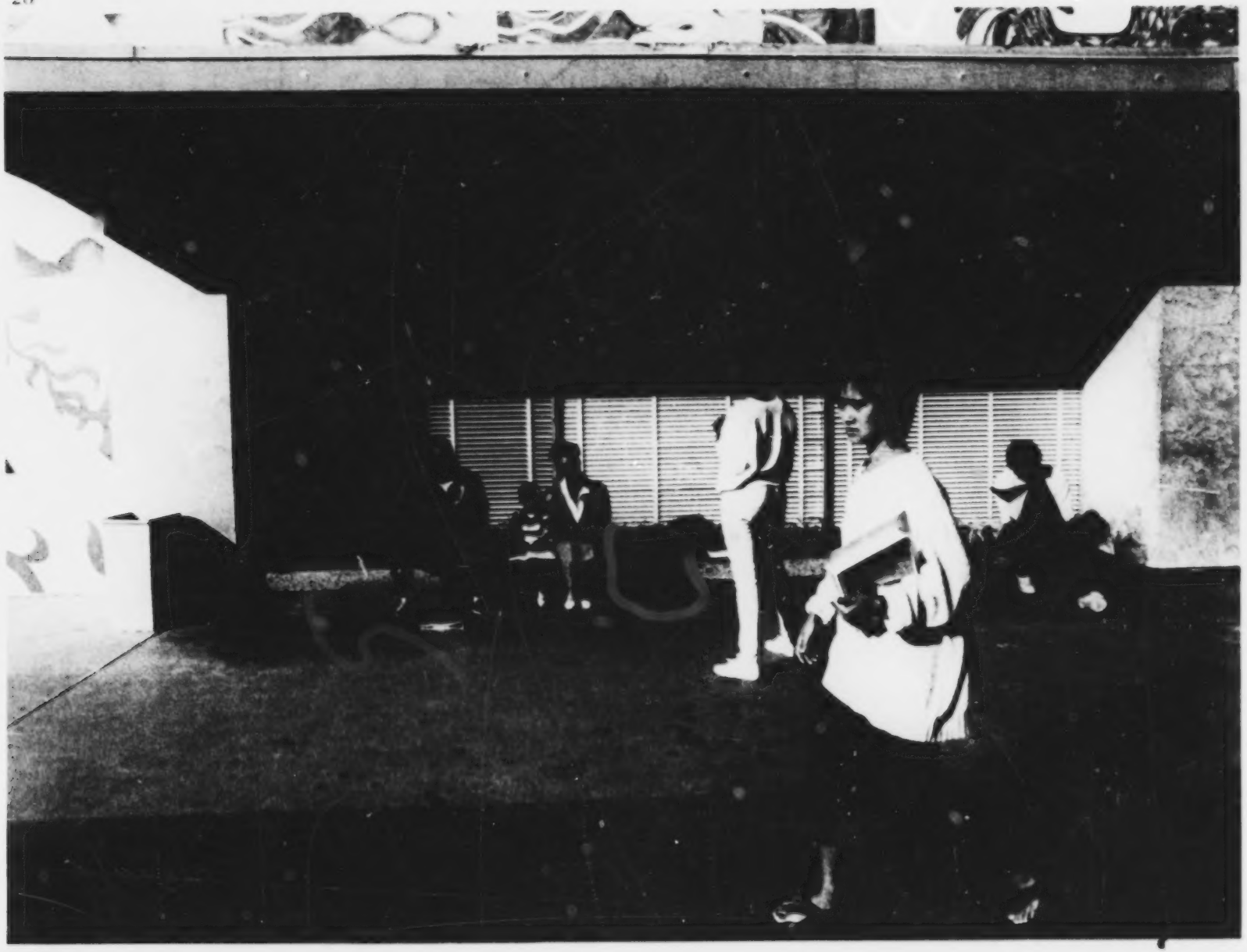
> **We are experiencing a great many community problems, "drugs" being the major one. We found that keeping the single parents focused on a desire to continue vocational training, or keeping interest alive in securing their high school diplomas or securing employment was a constant struggle. There is not much support in the community for this very needy group. There appears to be a lack of programs designed to help teenage single parents move out of the poverty cycle. The teenage mothers are being drawn into the community drug problems.**

HOUSING

Struggles related to housing problems common to the poor contribute to ongoing problems such as maintaining communication with program participants. Addresses change, telephones are disconnected, and there is a breakdown in communication.

Follow-up with clients is sometimes difficult due to their transient life style. This involves frequent moving and lack of consistent communication with our project. ***Sacramento City Unified School District***

Overall, what comes through very clearly in the narrative responses is how the project staff work hard to generate creative solutions, cooperative community partnerships and a persistent fund of goodwill and caring.



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INDIVIDUAL SUCCESS STORIES: WOMEN ON THE MOVE

INDIVIDUAL SUCCESS STORIES: WOMEN ON THE MOVE

In our "Introduction" we noted that some of the factors that keep people poor affect women in ways that are not applicable to men. Pregnancy and divorce, for instance, result in poverty for many women and children. The vast majority of the participants served through Perkins Act single parent funds are women receiving some form of public assistance; however, project staff can serve certain displaced homemakers before they are impoverished anD, in a few cases, certain single parent fathers. Stories are presented in the following categories:

- Poverty to Self-Sufficiency
- Displaced Homemakers
- Victims of Abuse
- Teen Parents
- Single Parent Fathers

The stories that follow point up the similarities and differences in participants' needs. While personalities, life circumstances and personal goals differ, one factor remains constant—the importance of self-esteem.

From these stories it is evident that when there is a fit between needed services, encouragement and a personal drive to improve their lives, the participants reached by the projects can make full use of the services provided. The following stories represent a sampling of the hundreds of profiles described on 1987-88 final reports submitted to the State. The tone is upbeat, exciting: we see women on the move, bringing themselves and their families up and out of poverty, moving on to achieve the goals they have set for themselves. Some of the reports give the details of participants' life circumstances and some do not. All point out the benefits of the extra services attributable to funds provided under the Perkins Act for single parent/homemaker projects.

The pride that project staff take in the success of the participants sets the tone of the success stories they tell. These stories are presented as they were written; however, names have been changed to protect the privacy of participants.

POVERTY TO SELF-SUFFICIENCY

Moving from a life of poverty and public assistance to one of self-sufficiency is a difficult transition. Women and their dependents present needs for child care, for dependable and affordable transportation, and for the necessities of daily life. Many women who have been on public assistance exhibit low self-esteem. Here are stories of women who have moved off of AFDC and are well on their way to self-sufficiency.

Clara enrolled in Dental Assistant in September 1987. She was on AFDC and supported two children, both under age 2 1/2. When she reached the x-ray portion, she could not afford the $100 fee required. The Single Parent program arranged to have the fee waived so she could finish the program. She is now enrolled in the summer session of the Medical/Dental Office Management class where she intends to expand her skills and become more competitive in the job market . ***Lodi Unified School District***

Kelly is a divorced mother of three who had been on welfare since 1985. She completed training in the Business Lab and completed her high school diploma. She is now a collection correspondent for a major department store at $7.05 per hour. ***Baldwin Park Unified School District***

Kay, a single head of household with two children, at 26, had not yet finished high school. She wanted to work outdoors, so followed up on the CalTrans information sent by SOLO, took the exam (with a 91 score), and was hired as a Landscape Maintenance Worker, now earning over $10 an hour with a full benefit package. ***Ventura County Regional Occupational Program***

Penny, 37, is a single parent with very little job experience . . . eleven months as a maid, some dog grooming, and one season as a fire fighter. She went to work at a trailer sales site preparing trailers for showing. She operates a fork lift and tow tractor, does minor repairs, fills gas tanks, checks engines, transmissions, etc., cleans trailers inside and out, and does some interior decorating of trailers. Penny's employer is very pleased with her attitude and her willingness to learn. ***Tulare Unified School District***

"She is now completely off AFDC, and we helped her obtain child support."

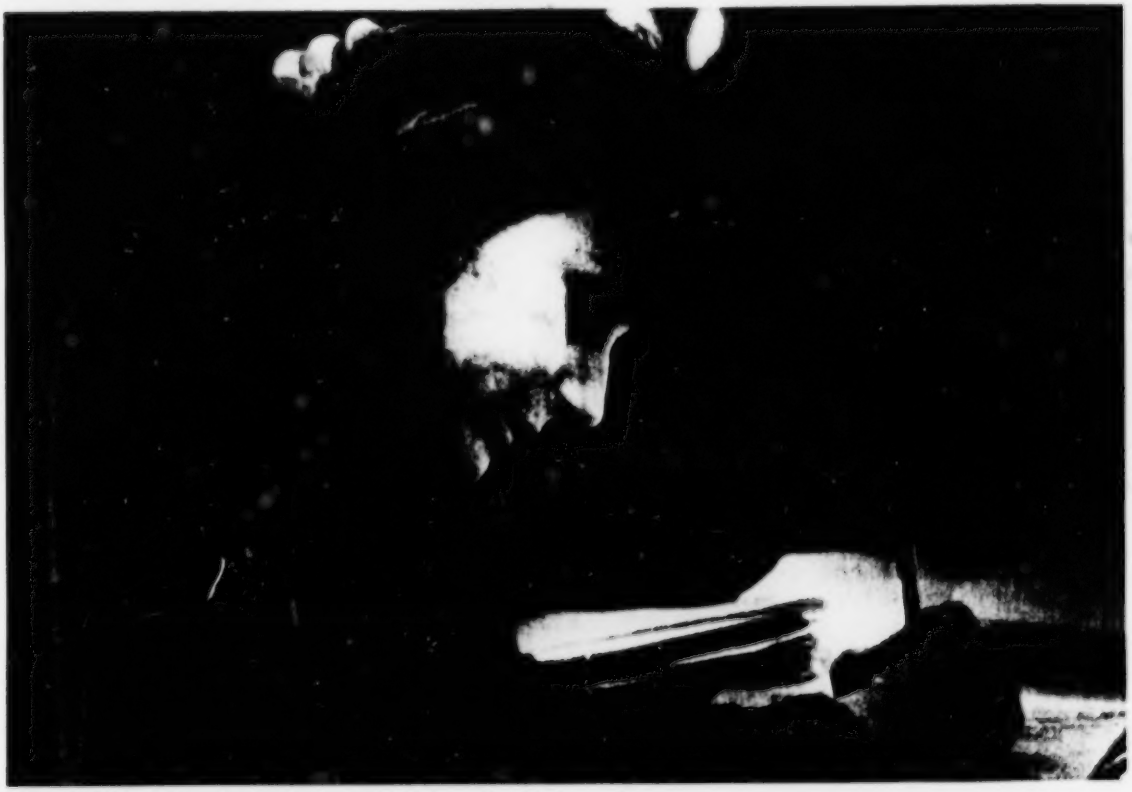
Anita is a former Marine with two small kids. She was in training to be an office worker. It became clear to her while attending SP/H seminars that there just isn't enough money to pay for quality child care at an office worker's wage. Together we reviewed her skills. February 2, 1988, Anita began a plumber's apprenticeship. She is now a role model in her field. ***Oceanside City Unified School District***

Vera, 23-year-old mother of a three-year-old daughter, graduated from adult school this year to complete her high school diploma. She also became a role model for the other girls who are single parents. She will be attending a community college this year, majoring in word processing. She won this year's Outstanding Student Scholarship. She has learned that things aren't impossible, but that you have to work at them to succeed and be self-sufficient. ***Tulare Unified School District***

Rita came into the program a year ago as the single parent of three children, with no educational or employment goals. She was provided with intensive personal counseling and attended a few workshops. She was referred to La Puente Program at Sacramento City College, where she successfully completed the assessment and enrolled in college. Through the assistance of the Women's Re-entry Program, EOPS and other tutorial and support services, she successfully completed her first year in college with excellent grades. Her major is nursing, and she feels that her dreams will be fulfilled. Her children and family are very proud of her, she is the first member in her family to attend college. ***Sacramento City Unified School District***

When Jennifer, a single parent of two children, started attending Mt. Diablo's Adult Education support group for single parents/ homemakers, she was employed as a teacher in a daycare center. While she enjoyed her job, it was low-paying and part time. Jennifer had also been attending Diablo Valley College working towards an AA degree. Through Mt. Diablo's program, she received vocational counseling and testing. She also received tutoring to help her successfully complete an algebra class, the last course she needed to achieve her AA. Once she received her degree, Jennifer began exploring other job options. She applied for an entry-level position with CalTrans. She scored very high on the test and was called in for an interview. In the meantime, she applied for a Teacher's Assistant position with the school district's special education program and obtained a position that is higher paying with many more hours. She loves her work, but she is keeping her name on the CalTrans list, too. ***Mount Diablo Unified School District***

"She has learned that things aren't impossible, but that you have to work at them to succeed and be self-sufficient."



Jackie is an Hispanic single parent/homemaker who heard about our program from EDD and enrolled in our clerical skills training program. She was 43, divorced, and had two of her five children (16 and 18) still living with her. She had worked in assembly and warehouse for an electronic firm in a dead end job. She was laid off when the company relocated these departments. She came to us with no clerical skills and little self-esteem. After assessment and counseling, we developed a training plan for her, put her into our Career Management classes and spent many hours counseling her to help her deal with personal problems. Since she was having health problems, we recommended she see some specialists, which she did, and she experienced a very positive change. We helped her get a job after six months of training, using her clerical skills. Her self-esteem increased rapidly after she became employed. ***Culver City Unified School District***

Melissa began attending Mt. Diablo's Adult Education support group meetings for single parents/homemakers. In the past she had worked in a very responsible secretarial position in a local hospital. However, she had resigned due to a number of personal problems, including having difficulty with child care. Through the support group activities and the individual sessions, Melissa was able to rethink and regroup for re-entering the job market. Mt. Diablo's program for low-income single parents (JTPA), provided her with an on-the-job training secretarial position which included paying for her child care and transportation expenses. The OJT developed into a permanent position with the law firm at $9.20/hr. ***Mount Diablo Unified School District***

Maria is a 22-year-old Hispanic farmworker single parent with children ages 1 and 5 years. She has been dependent on AFDC for the past five years, has limited skills, problems with housing and child care. We enrolled the oldest child in a migrant Head Start and found a sitter for the youngest child. We were able to get her into low-income housing and obtain full time employment in a market, where she is currently applying for the position of supervisor. She is now completely off AFDC, and we helped her obtain child support. *Woodland Joint Unified School District*

"Her self esteem increased rapidly after she became employed."

Elizabeth, a participant in the Minority Women's Project, took word processing at Jordan-Locke Adult School. Recently employed at Los Angeles International Airport as a passenger baggage screener, she caught an airport tester with an illegal item on her first day on the job and was awarded a $100 bonus. *Compton Unified School District*

DISPLACED HOMEMAKERS

Becoming a displaced homemaker is a frightening and devastating experience for many women. Whether it is divorce, death, or disability of a spouse, the displaced homemaker often must make a transition from dependency to "breadwinner." If she

has had a past income from her spouse, she does not qualify for most sources of aid. Fortunately, Perkins Act funds do not require women to lose everything before they get help.

Marta was married but is now the sole economic support of her family. Originally a nurse's aide from Florida, at 42 she was unsure of where to turn for employment. That openness led her to SOLO* and non-traditional employment. She was also referred to a State Parks and Recreation job and was hired within two weeks of her initial SOLO call. Marta had a problem of not having adequate work clothing, but was referred to thrift stores and the Catholic Social Service agencies. She called SOLO with these messages: "Nervous, excited, and happy, very, very grateful" (first day on the job) and "love my job, will do everything to keep from getting fired, won't quit." ***Ventura County Regional Occupation Program***

Candy is the single mother of a small daughter. Very bright, talented, college-educated, she found herself suddenly divorced. She came into the program depressed and with no self-confidence. She has enrolled in several ROP computer classes to increase her skills (she has been out of the country for several years without employment in her field). She has worked through the legal aspects of her divorce, has completed her resume and is now talking about how good and strong she feels. Now she recognizes how competent she really is and is ready to interview for the job she has selected. ***Sacramento City Unified School District***

**SOLO Projects are single parent/homemaker programs that provide services in partnership with a community-based organization.*

Debbie was served with divorce papers two days before Thanksgiving, 1987. An outstanding wife and mother who had recently left a successful directorship of a homemaker program, she was devastated. She was urged to attend the January Los Angeles "Displaced Homemakers" Conference, 1988, and did so, meeting Kathy Becker, Project TEAM Technical Assistant, reporter Jackie Joseph and several valuable school district contacts. As a result of attending the conference and follow-up on her own, Debbie was interviewed on TV for the Channel 7 Eyewitness News series on Displaced Homemakers, and was hired in the school system for a temporary position that she hopes will be permanent by this next school year. She now declares herself to be a "survivor." *Ventura County Regional Occupational Program*

"She has worked through the legal aspects of her divorce, has completed her resume and is now talking about how good and strong she feels."

Doris was married for over twenty years and had a son in high school when her husband left her for another woman. She had not worked in many years and initially was too emotionally upset to concentrate on school. With lots of personal counseling by us and additional help from a therapist, Doris was able to concentrate on school and upgrade her clerical skills. Because she had taken both shorthand and typing in high school, she was able to build on those skills and shortly after was hired as a secretary at Convair at a $20,000 starting salary. She has been promoted since that time.

Maggie is a Black single parent/homemaker with a 12-year-old son. She had worked in Sacramento as switchboard operator and warehouse clerk. Her skills were minimal. After a divorce, she and her son moved to Los Angeles and lived with her sister while she was in training and looking for somewhere else to live. Her sister's boys were affiliated with gangs, and it was a dangerous environment. Maggie went through seven months of clerical training, individual counseling, Career Management classes and individual job search assistance. Not knowing the city, she needed a lot of resource referral. We worked constantly with her in her clerical skills training, helping her to develop enough skills so that she could become economically self-sufficient and move to a safer environment. We helped get her placed. In fact, she is now on her third job, each one an advancement, and is working for the Department of Defense.
Culver City Unified School District

Death of a spouse often requires that women become the family "breadwinner" and generate new goals, as these participants are doing.

Annie is a 39-year-old single parent with one daughter whose husband died three years ago. She started college at American River College and became a full -time student, then transferred to CSUS and signed up for an internship with the California Commission on the Status of Women. Through this internship, she became very active in the community, and eventually was hired by the organization and able to get off AFDC. She will receive her degree in government in the spring of 1989. Some of her future plans are to get a master's degree or go on to law school. To support her studies, she is researching scholarships, fellowships, and other financial aid sources for graduate school. She has been nominated an outstanding student by a nationwide program. ***Sacramento County Regional Occupational Program***

Barbara had been recently widowed at the time she enrolled in Kings ROP General Office Class. Being out of the labor market for 30 years and hard of hearing, she needed to update job skills and increase her self-confidence to compete in today's world of work. Barbara was administered an interest inventory (CAI), aptitude assessment (GATB), and given career/ vocational counseling. Using the EUREKA Career Information System, she was then able to explore her career choices and make an informed decision. Additional

support services were offered through a referral to AARP (American Association of Retired Persons). She was recently hired as a full time employee (secretary) at a local school. Support through the project and the vocational skills training acquired in the General Office Clerk class have given Barbara the ability to obtain meaningful employment. ***Lemoore/ Kings County Regional Occupational Program***

VICTIMS OF ABUSE

Women leaving abusive relationships are under enormous pressure to rebuild their lives. Having access to quality counseling and other support services is usually a crucial factor in making positive change. (Sources of stories are omitted for participants' safety.)

Alice, mother of four, was living in a battered women's shelter after leaving her drug addict, abusive husband. She lived on the street with her children for ten days until she was able to find a shelter. She attempted to enroll in a job training program but was not able to do so due to lack of child care. She was referred to the Employability Development Specialist. Further interest and aptitude testing and counseling was done. SOLO (a single-parent project) provided child care, and she enrolled in the non-traditional program in industrial arts and has just completed her first semester.

"She has become self-sufficient, is no longer on welfare, and she is proud of her achievements."

Barbara was referred to the SOLO project by a shelter for battered women. While being processed through the program she was also going through the emotional strain of divorce plus hiding herself and the children at all times from her abusive husband. She was referred to the Department of Social Services and after several weeks finally was receiving a small income and was able to afford a small apartment. She was then referred to the food pantry and was given clothes from the SOLO clothes closet. She was slowly beginning to believe in herself. She attended an adult school and excelled in her Business Education classes. She was recommended for a scholarship and received a check for $200 at a luncheon in her honor. Shortly thereafter, she completed her training at the adult school. She is currently employed with the Sheriff's Department. She has become self-sufficient, is no longer on welfare, and she is proud of her achievements. Her children are attending a child-care facility near their home.

Cary had an almost incredible background of being abused as a child, raped, beaten by two different husbands and taken advantage of by freeloading "friends." Her academic level was third grade. In SOLO, she has set and achieved goals of personal improvement in attitude, enrolling in a long-term remediation program and asserting herself regarding the abuses of her kindness. She has maintained a pleasant and supportive attitude while directing the freeloaders into self-help programs.

"She is presently employed and able to deal effectively with her fears."

Diane was referred by a community-based organization support group. She had assumed a new name and identity under the victim protection services program. Due to her past situation, she was afraid of going into the job market or applying for AFDC. She had three children at home, and her funds were at an end. The cooperation of the supportive services provided by community-based organizations, ROP, private counseling and Coordinated Child Care made her transition into the job market less intimidating. She is presently employed and able to deal effectively with her fears.

TEEN PARENTS

The burden of being a teenager trying to finish high school while parenting an infant is overwhelming. The following stories show what can happen when teen parents receive support and encouragement to get a diploma and gain marketable skills.

Jill, age 17 and a single parent, attended a district school-age mother program. Through the SOLO project, she received career counseling and attended career development workshops. As a result, she entered the ROP's nursing assistant training in January. Her district's single parent grant paid for her child care while attending school and ROP. In June she graduated from both and plans to attend college in September. ***San Mateo Union High School District***

Terri, a young mother, had already dropped out of school and was behind in her class academically. After hearing about our program, however, she returned to school and was able to graduate with her class in June 1988. She is planning to attend College of the Redwoods in the Child Care Certificate Program. ***Humboldt County Regional Occupational Program***

Nancy was a shy girl who came to us in her sixth month of pregnancy. She had been an excellent student; however, after her pregnancy had been confirmed, she lost interest in school. When she entered our program, she was quiet and did not contribute in class; after a few weeks, though, she began to participate. She was also able to make some career decisions and became determined to graduate in June 1988. She had her baby and was able to graduate with excellent grades. She is now attending Travel Consultant School, looking forward to a career in the travel industry. When she

left our program, she thanked us and said she would never have graduated without our help. *Pittsburg Unified School District*

Jean had a baby in her sophomore year in high school. She had attended the Teen Mom Program, then returned to the comprehensive high school to finish with her class. By the middle of her senior year, she was attending school only three days a week because of child-care problems, and failing. While at the SP/H Conference, I mentioned this problem to a member of the San Diego County GAIN Advisory Council, who immediately spoke to the head of San Diego GAIN about the needs of her teen parents. Jean was only partially eligible, but the SP/H Project stayed with her as an advocate until June, reminding her counselor to check on her weekly. She made it through graduation. *Oceanside City Unified School District*

In her junior year of high school, at age 16, Rita became pregnant. Determined to continue her education, she was able to participate in the Arcata Young Mother's Program. By utilizing the child care that was available, she completed her last two years of high school with above a 3.0 grade point average and was able to graduate with her class. She has been accepted by Humboldt State University for Fall 1988 and has secured over $2220 in grant monies. She plans to pursue a career in nursing. *Humboldt County Regional Occupational Program*

Toni graduated from high school last year and participated in the Single Parent Project. She is now attending Shasta College and is a Teen Panel Speaker on a panel that addresses high school and junior high school audiences on issues of teen pregnancy. *Shasta Union High School District*

Christie had been a student in a parenting class two years earlier. She was a heavy drug-user and dropped out of school for a year and a half. She then re-enrolled in continuation high school, but within the first month she became pregnant. She was immediately enrolled in the single parent program. She gave up drugs and in eight and a half months completed a year and a half of high school, graduating in June 1988. She is now taking a year off to get a good start with her baby, but she is planning to go to college and has asked for help with financial aid. After her high school graduation ceremony, she asked the Chairman of the Board of Trustees of the local school board to assist her in getting into a four-year college in Fall 1989. She has already contacted the high school counseling office for similar information. She is probably the brightest student we have ever had in our parenting program. We intend to keep her interest up and give her support by having her in charge of our mentor program for single parents next year. ***Colusa Union High School District***

Donna was two months pregnant when she joined our program, coming from a chaotic family with drug and alcohol abuse problems. She was very quiet and mistrustful. With individual attention, she began to reveal more and more about her dysfunctional family life. We were able to refer her to appropriate agencies (WIC, Family Stress Center, Social Services, medical care) where she began to receive some intervention and concrete help. She will return to our program in the fall and hopefully will graduate in June 1989. ***Pittsburg Unified School District***

SINGLE PARENT FATHERS

Although over 95% of single parents struggling to be self-sufficient are women, there are also several men who were welcomed and assisted by project staff.

Greg is a single parent with two children who had recently lost his job in the process of moving to this area. The job skills he had were not in demand in this area, and the pay was half of what he had previously earned. After career exploration and assessments, he began researching jobs in landscaping. He temporarily took a position in landscaping for a commercial contractor. The wages were low, but now due to his enthusiasm for his work, he is earning double his initial wage and has been promoted to supervisor. ***Riverside Unified School District/OIC***

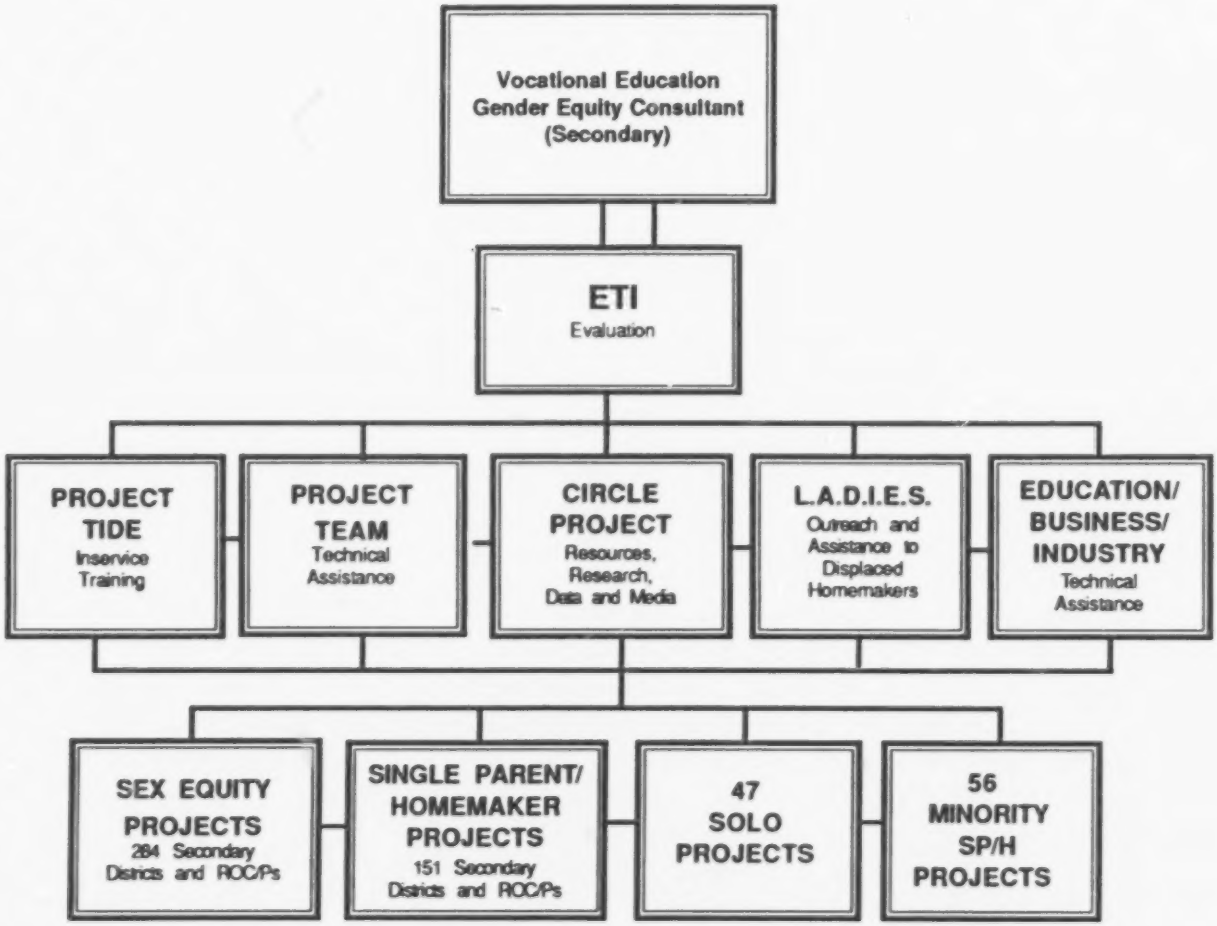
Duane, 32, a single parent disabled by a car accident, had been unemployed for over a year, receiving state disability. Duane was a volunteer with the Boy Scouts of America, a troop leader with the Cubs and Scouts, working out of WNAI. He came to the Project "Get THE Job Workshop" and said he wanted a job as a bus driver. He was instructed to take the exam for his class-2 driver's license to prepare himself for the job. He followed through and he is now a bus driver for a children's program with the agency. ***Los Angeles Unified School District***

SECTION II
SUPPORT PROJECTS

California's response to the directives of the Perkins Act and the societal problems it addresses has been to establish a sex equity/single parent network that systematically serves the entire state. This network provides in-service training and staff development, on-site technical assistance, resource acquisition and development, primary research, curriculum planning, and collaborative linkages for secondary school district administrators, regional occupational center/program personnel, community-based organizations and community service organizations receiving vocational educational equity and single parent/homemaker grants authorized by the Perkins Act. The individual components of the network described in this section have distinctive roles in relation to the local projects and contribute to achievement of the major goals of the sex equity/single parent/homemaker program.

Section II is an adaptation of a more detailed publication called *Equity in California* produced by the CIRCLE Project

THE CALIFORNIA VOCATIONAL EDUCATION SINGLE PARENT/HOMEMAKER/ SEX EQUITY NETWORK



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The Carl D. Perkins Vocational Education Act of 1984 requires each state that participates in programs authorized by the Act to fund one person to work full-time to administer the sex equity and single parent/homemaker provisions of the Act. In addition to administering these programs the sex equity coordinator must do the following:

- gather, analyze and disseminate data on the adequacy and effectiveness of vocational education programs in the state in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women) and on the status of men and women students and employees in such programs;

- provide for the review of vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations;

- submit recommendations for inclusion in the State Plan of programs and policies to overcome sex bias and sex stereotyping in such programs and to provide an assessment of the State's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping;

- arrange for the review of proposed actions on grants, contracts, and policies of the State Board to insure that the needs of women are addressed in the administration of the Act;

- develop recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields.

- provide for technical assistance and advice to be given to local educational agencies, postsecondary institutions, and other parties who are interested in expanding vocational opportunities for women; and

- assist administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students enrolled in nontraditional programs.

THE NETWORK

Project TIDE, Rancho Santiago Community College, 17th & Bristol, LAC 208, Santa Ana, California 92706. (914) 667-3347/3353.
Project Director - Barbara Peterson, Ed.D.

Project TIDE is the inservice training and information resource for California's vocational equity network. The project has divided the state into 15 geographic regions, and each region is served by a TIDE coordinator and an assistant coordinator.

The primary objective of the TIDE Project is to assist the participating 284 secondary school districts, 107 community colleges, 55 community-based organizations and community services organizations in planning and implementing their vocational equity grants. To accomplish this objective and to have several contacts with each agency, the project sponsors local, regional and statewide training activities throughout the year. In 1987-88 over 60 events were held.

- Fall Regional Sex Equity Training Workshops
  Focus: Infusing math and science into vocational education; equal access to computers; non-traditional and technical education training programs.

- Fall Regional Single Parent Training Workshops
  Focus: Effective child care programs; coordination with adult and continuation high schools.

- Equity and Effective Schools Series
  Focus: Addressing issues that impact high risk youth—discipline, cultural norms, non-traditional careers and teacher expectations and student achievement.

- Displaced Homemakers Invitational Conference
  Focus: Training for service providers and individual homemakers.

- Seventh Annual Statewide Resource Conference
  Focus: Sharing ideas, strategies, and resources.

- Spring Regional Training Workshops
  Focus: Sharing effective strategies and materials used during the current year and discussing priorities for next year.

Project TEAM, Etna Union High School District, Box 340, Etna, CA 96027. (916) 467-5767.
Project Director - Freda Walker

Project TEAM is the technical assistance resource for California's vocational equity network. A major goal of the project is strengthening the link between service providers, community-based organizations and vocational education.

Project TEAM delivers its services through a cadre of consultants who have expertise in the implementation of sex equity and single parent/homemaker projects.

Consultants perform the following services.

- Assist in vocational education subject matter areas (Agriculture, Business, Health Careers, Home Economics and Industrial Technology Education).
- Work with business, industry and agriculture to address the changing roles of males and females and to increase the number of male and female students and teachers of non-traditional classes.
- Address sex equity issues and providing leadership in institutionalizing equity issues.
- Assist agencies in conducting needs assessments of available services, in developing consortia and in collaborating with community colleges.
- Provide assistance on outreach, supportive services, childcare and transportation, job development and placement for single parents and homemakers.
- Facilitate the entrance of females into industrial-technical careers and the apprenticeship trades as well as the entrance of males into health and office occupations.
- Provide special assistance with projects serving teen parents and Asian, Black or Hispanic single parents and homemakers.

PROJECT TEAM
Together Everyone
Can Ascend
Mountains

CIRCLE PROJECT
Circulating Information, Resources and Curriculum for Living Equally

CIRCLE Project, 655 University Avenue, Suite 109, Sacramento, CA 95824. (916) 923-5990.
Project Director: Hortense Thornton, Ph.D.

The CIRCLE Project is the primary research and resource development center for California's vocational equity network. Through its comprehensive program of research activity, resource review and acquisition and resource development, CIRCLE Project identifies for the network:

- Materials on relevant subjects available for purchase;
- Issues that should be addressed in in-service training;
- Information on exemplary State and national programs; and
- Up-to-date research findings on programmatic issues.

CIRCLE Project provides resource recommendations and presentations to assist the varied training activities of Project TIDE.

CIRCLE maintains a print, audio-visual and videotape research data base and a resource library. Available selections are focused on these topic areas:

- Gender Equity
- Apprenticeship and Non-traditional Employment for Women
- Reentry Issues
- Displaced Homemakers
- Child Care
- Entrepreneurship
- Teen Pregnancy
- Ethnic Communities
- Gender Equity--Related Legislation
- Welfare Rights
- Teen Parents
- Vocational Education and Non-traditional Career Exploration for Men and Women

Issues and topics guiding ongoing resource acquisition and development include the following:

- High-Risk Youth
- Equity in Technological Occupations and Apprenticeships
- Drop-out Prevention
- Equity and Student Achievement
- Education and Training for Families at Risk
- Vocational Education and Math/Science/Computer Opportunities
- Other Topics as Identified

The project's research consultants and curriculum developers are responsible for ensuring that the products developed are specific to California's vocational equity needs. Products currently available include:

- *A Guide to Planning a Non-Traditional Careers Fair*, a step-by-step guide for a successful fair;
- *IMAGES*, a student workbook designed to motivate and prepare Black girls (grades 7-12) for the world of work, and an accompanying program guide;
- *Child Care Legislative ALERT*, a periodic bulletin that reports on proposed child-care legislation and related issues; and
- *Hispana Perspectives*, a bulletin that surveys current research on Hispanic females and related issues.
- *Planning a Multi-Generational, Multi-Purpose Conference for Hispanas: A Conference Model*, a conference planning guide that discusses the practical steps in planning a successful multi-generational, multi-purpose conference for Hispanas. Selected examples are based on the experiences of the *Adelante; Mujer Hispana* conferences held in Fresno, California.

Among other products and activities being developed are:

- A monograph on academic achievement patterns of Hispanic and Black girls and boys;
- Materials to assist history, social science, and English teachers in enhancing the core curriculum through the integration of vocational education equity concepts and strategies in their courses;
- A publication and videotape designed to motivate Hispanic girls and boys, grades 7-12, to become economically self-sufficient through career exploration and self-development;
- A publication designed to raise the aspirations of high-risk Black males, grades 7-12;
- A mentoring publication for community groups who work with high-risk youth;
- A series of technical assistance/project implementation pamphlets;
- Documents focusing on the theme of linking services through the statewide vocational equity network;
- Vocational equity bibliographic resources.

CIRCLE PROJECT
Circulating Information, Resources and Curriculum for Living Equally

PASADENA L.A.D.I.E.S. PROJECT
Life After Divorce Is Eventually Sane

L.A.D.I.E.S.
Pasadena Unified School District, 351 South Hudson Avenue, Pasadena, California 91109 (818) 795-6981
Project Directors - Kathy Moore, Ph.D., and Jackie Joseph

The Pasadena L.A.D.I.E.S. Project was established to raise the consciousness of the public and private sectors regarding outreach information and services for displaced homemakers. The project makes displaced homemakers aware of the services available to assist them. Emphasis is on helping them take the first steps to becoming self-sufficient as an alternative to succumbing to a life of despair, addiction, alcoholism, homelessness, travails and the many other problems facing this ever-growing segment of the population. Activities include:

Providing presentations to displaced homemakers in the State vocational equity network that encourage them to enter vocational programs and providing them with attitudes that will lead to economic self-sufficiency.

Assisting the vocational equity network in the development of maximum media opportunities.

Assisting in the education of local and State legislators.

Assisting with contacting local celebrities to perpetuate media coverage of the equity network.

- Forming coalitions with women's organizations to increase awareness of issues related to people in transition.

- Developing awareness programs for businesses and industries to help the productivity of employees and to increase their knowledge of how to assist people in transition, thereby promoting opportunities for employment.

Several projects have been funded to focus on increasing minority and female participation in business and industry.

EDUCATION/
BUSINESS/
INDUSTRY

- Two employer equity advisory committees were convened to discuss equity in employment. The committees were convened to discuss equity in employment. They recommended that single parents pursue the following occupations:

  Technicians at the operating plant level
  Accounting technicians
  Word Processing with PC skills
  Home health care worker
  Engineering
  Retailing
  Hotel/Motel management
  Nursing

SINGLE PARENT/HOMEMAKER PROGRAMS

In 1987-88 there were 151 secondary school district and regional occupational programs receiving single parent/homemaker grants. Funding for each participating agency is based on the number of single parents living below poverty level in each district. Examples of available services include:

- Outreach and Assessment
- Guidance and Counseling
- Employability Skills
- Job Development
- Placement and Follow-up
- Child Care and Transportation
- Support Group Meetings

SOLO PROJECTS

SOLO Projects are large single parent/homemaker programs that provide services in partnership with a community-based organization. "SOLO" symbolizes the idea of a person feeling alone. Forty-seven SOLO Projects have been awarded to secondary district and regional occupational programs. SOLO Projects work with participants prior to placement in vocational programs and offer a variety of services to overcome barriers to self sufficiency. Services include:

- Intensive Outreach
- Counseling
- Goal Setting and Skills Identification
- Referrals to Emergency Services
- Child Care and Transportation
- Self-Esteem and Assertiveness Workshops

MINORITY SINGLE PARENT/ HOMEMAKER GRANTS

To ensure that minority single parents and homemakers are adequately served, an additional fifty-five joint projects of local educational agencies and community-based or community service organizations have been funded. While open to all single parents and homemakers, these projects are specifically designed to connect minority women with regular vocational programs and services. These projects emphasize:

- Outreach
- Assessment
- Guidance and Counseling
- Child Care and Transportation
- Mentoring and Role Models

THE FATHERHOOD PROJECT

A special project to serve teen fathers who are sharing in the care and custody of their children has been funded by the Career-Vocational Education Division of the California State Department of Education. This program, called The Fatherhood Project, is located at the Youth and Family Service Center, Lawndale, California and is under the direction of Gayle Nathanson. Teen fathers not only learn how to care for their children, but acquire basic skills, information on education and employment opportunities as well.

EVALUATION

Evaluation and Training Institute (ETI)
12401 Wilshire Blvd., Los Angeles, CA 90025. (213) 820-8521.
Project Director - Clare Rose, Ed.D.

The California State Department of Education contracted with the Evaluation and Training Institute to conduct a comprehensive review of sex equity and single parent/homemaker project activities during the 1987-88 program year. (Excerpts from the ETI evaluation for single parent homemaker activities and a narrative of camparative data for 1986-87 are shown as Section III of *INTERVENTIONS).*

SECTION III
EVALUATION DATA

SINGLE PARENT/HOMEMAKER EVA

PARTICIPANT DATA 1987-88

In California, the single-parent/homemaker funds are divided in half with 50% going to the State Department of Education for secondary school districts and 50% going to the Chancellor's Office for community colleges. The following information is taken from an evaluation report assessing the use of the State Department of Education's funds. These funds involve 151 secondary school districts and 56 community-based organization partnerships. This evaluation was conducted by the Evaluation Training Institute (ETI) on behalf of the California State Department of Education. It included the following activities:

1. a review of data submitted to the state by the local single-parent/homemaker projects on the number of participants served and the activities conducted through Carl Perkins single parent/homemaker funds;

2. a statewide analysis of sample data on the characteristics of the single parents/homemakers that were served; and

3. results of a phone survey of single parents/homemakers served in local projects across the state to determine the impact of their participation.

A full report is available by contacting:

Evaluation and Training Institute
12401 Wilshire Blvd.
Los Angeles, CA 90025
(213) 820-8521

UATION

ACCOMPLISHMENTS REPORTED BY PROJECT STAFF

Single parent/homemaker project staff reported a variety of impacts their projects had on their districts, agencies, and communities. Most often cited were increased school/community/and interschool linkages; and increased interagency linkages (e.g. JTPA, GAIN - Department of Social Services, community-based organizations, and community colleges.)

Other local impacts include increased single parent participation, increased school/community awareness of single parent needs, increased guidance/counseling and referrals centers, and increased nontraditional job skills/training and apprenticeships.

BARRIERS REPORTED BY PROJECT STAFF

The most critical barrier reported by projects was **lack of child care**. Other barriers included insufficient funds/limited resources, and a lack of transportation.

Projects also reported "low participation" or "poor attendance" as common problems. These problems might also be attributed to barriers such as child care and transportation.

PARTICIPANT OUTCOMES

The following participant outcomes were submitted to the state through final reports prepared by the local projects. These totals include 136 projects, or 90% of the 151 funded projects. Reports from the remaining 15 projects are currently being collected.

	Overall Totals	19 years and under	20 years and older
1. The total unduplicated number of participants served by **single events**	**21,633**	9,468	12,165
2. The total unduplicated number of participants who received **on-going services**	**10,808**	4,168	6,640
3. The number of project participants who **enrolled in vocational education programs**	**5,865**	1,921	3,944
4. The number of project participants who **became employed**	**2,527**	700	1,827
5. The number of project participants who **attended an English as a Second Language course or a Basic Education class**	**2,492**	1,161	1,331

WHO WERE THE PARTICIPANTS?

A sample of participant background/profile sheets indicates that:

- Seventy-five percent of the participants served through single parent/homemaker projects had annual household incomes of $10,000 or less, 39% earning less than $5,000. **The principal source of income for the majority of participants was Aid to families with Dependent Children (AFDC) and food stamps**. These data indicate that local projects are succeeding in outreaching to a needy population, and providing them access to vocational training and other services.

- The typical participant who was 20 years or older was a 34 year-old woman, who was a single parent with **at least one child**. (Most participants over 20 had two dependents.) She considered herself a female head of the household. On the average, she had not been employed for the past seven years. **Any former work experience** was typically as a **low-paid** clerical worker or service worker and/or an **"unpaid"** homemaker.

- The typical teen participant was a 17 year-old, a single parent with one child. She had **not yet completed high school**. Her work experience (if any) was in the same areas as the older females served—low-paying jobs in clerical or service areas.

- Forty-five percent of the participants were White, followed by 26% Hispanic and 22% Black. The remaining less than 10% percent were Native Americans, Asians, Pacific Islanders, and Filipinos.

Among **participants over 20**, only **11%** received **spousal support** and only **12%** received **child support**. Among **teens**, only **5%** received **spousal support** and **4%** received **child support**.

HAT DID PARTICIPANTS SAY?

statewide phone survey of a sample of single parents/homemakers participating in local projects revealed that:

Forty percent of the project participants **enrolled in vocational training as a result of** their participation in a single-parent/homemaker event.

Thirty-one percent of the single parents/homemakers surveyed by phone reported that **they found jobs as a result of** their participation in a project.

A great majority of participants reported that the services they received had a considerable impact on their decision to enter or remain in vocational training, and their ability to find employment.

In addition to educational and employment outcomes, the three most commonly cited benefits were: 1) learning more about one's skills and interests (73%); 2) developing a more positive self concept (67%); and improving self-esteem/assertiveness (66%).

PARTICIPANT DATA 1986-87

Over 30,000 single parents and displaced homemakers were served. The majority were served through one-time events such as career fairs and workshop presentations focusing on pre-employments skills, life skills and resources. Long term services provided included housing, child care, transportation, clothing, health and legal services, and personal/crisis counseling. Services directly provided to participants included pre-employment preparation, assessment and testing and skills training. Many participants were referred to other agencies for additional services.

Ninety percent of reporting agencies networked with other agencies/programs including JTPA, GAIN, community-based organizations, the Department of Social Services and the Department of Rehabilitation in outreaching to and providing services to participants. Local projects were also required to coordinate services between comprehensive high schools, continuation schools, regional occupational programs/centers, adult schools and programs for pregnant minors, parenting teens and high risk youth. Child care was the area showing the largest number (259) of participants who could not be served either directly or through referral; 949 participants were given direct child care services while 797 were referred to child care services.

Seventy-five percent of the participants served had annual household incomes of $10,000 or less, while 32% of participants earned less than $5000. Among adult participants, nearly one-half were White (48%) followed by Hispanics (30%) and Blacks (16%). The typical adult parent was a 28 year-old woman who was

divorced and had one child. She was a high school graduate and was head of the household. Her income, which was less than $10,000 yearly, was generated primarily from AFDC payments, food stamps and salary. Nearly 15% had post-high school education. Services provided to Black adults are low in comparison to their percentage of low-income single parents. White and Hispanic single parents were served in proportion to their percentage of low-income single parents. The teen participants were more equally distributed: Whites (32%), Blacks (32%) and Hispanics (29%).

When teen parents were asked how they learned about the programs, they stated that they learned about them through educational institutions. Adults learned about the programs primarily through a social service agency (32%), as did 17% of the teens — an indication that a successful referral system has been implemented. Twenty-five percent enrolled in vocational training after participation in a project; 37% were already enrolled in vocational education. The majority were enrolled in a regional occupational program/center (34%) or a regular secondary district program (31%). Twenty-four percent were enrolled in adult education, 6% were enrolled in community college programs, and 47% were involved in JTPA programs.

The great majority of participants reported that the services they received had a major impact upon their decision to enter vocational training. Eighty-six percent indicated that the services they received were "very important" or "important" (25%) in this

regard. Concerning the impact of project participation upon their ability to continue in their vocational/academic program, 80% felt that the services rendered were either "very important" (51%) or "important" (29%) factors in their continuing. (The responses of participants which included teen parents (37%) indicated that these programs helped to keep many "at risk" youth in school.)

Thirty-nine percent of the participants enrolled in business education, 31% were in "academic" education, 9% enrolled in health occupations, 8% in industrial education, 2% in home economics, 1% in distributive education and 1% in agricultural education. Although most of the students enrolled, or were already enrolled in school, 17% reported that they became employed following their participation in a project. The majority of respondents (55%) felt that project participation was significantly related to their change in job status. Thirty-nine percent felt it was "very important," while 16% indicated it was "important." Thirty-one percent indicated that their participation was not important in their becoming employed or changing jobs.

Three percent of the participants found jobs at the managerial/administrative level, 10% at the professional/technical level, 9% in sales, 43% in clerical, 4% in skilled trades or craft workers, 4% operatives and 27% service workers. The mean wage for participants was $5.85 which exceeds the average wage for the JTPA program on a statewide basis ($5.65). Approximately

% of the participants earned $5.50 an hour, and 20% earned
re than $6.50 an hour. Forty percent of the participants were
ployed full-time, and 55% were employed less than 40 hours
week. Seventeen percent received health insurance, 9% life
urance, 8% disability insurance; 6% received a pension plan or
er benefits, but 61% received no benefits at all.

e project participants feel positive about their futures. The
ee benefits most commonly cited by the participants were a
re positive feeling about the future (84%), a more positive
f-concept (83%) and the creation of personal goals and plans
the future (80%). The goal of assisting participants to form
rsonal development plans appears to have been a major benefit
participants. The overwhelming majority of participants were
her "very satisfied" (47%) or "satisfied" (38%) with the proj-
s. Only 4% reported any level of dissatisfaction.

strict Superintendents identified several major outcomes of
gle parent/homemaker activities within their districts. Most
quent outcomes were (1) an expansion of career counseling
vices and (2) improved retention of teen parents. The most
quently acknowledged outcomes stated by vocational educa-
n directors were (1) a greater awareness of existing services
ilable to single parents/homemakers (72%), (2) the develop-
nt of coordinated systems for the delivery of services to single
rents/homemakers (72%) and (3) improvement in the self-
eem and assertiveness of single parents/homemakers (68%).

DIRECTORY OF SINGLE PARENT/ HOMEMAKER GRANTEES

DIRECTORY OF SINGLE PARENT/HOMEMAKER GRANTEES

The following is a list of the Single Parent/Homemaker grantees. These programs offer a wide range of services: (1) Direct Services such as assessment, counseling, employability and life skills training, job search assistance, and follow-up. (2) Referral and resource materials dissemination to participants. (3) Workshops and conferences. (4) Support services such as child care, transportation and inservice training for project staff. Coordination and collaboration of other service providers is necessary to promote self-sufficiency of the program participants.

REGION I

Del Norte County USD
301 W. Washington
Crescent City, 95531
707-464-6141
Contact: Martha McClure

Humboldt County ROP
901 Myrtle Ave.
Eureka, 95501
916-445-7000
Contact: Donna Dusick

Klamath-Trinity Joint USD
P.O. Box 1308
Hoopa, 95546
916-625-4818
Contact: Lois Hyman

Trinity Union HSD
P.O. Box 1060
Weaverville, 96093
916-623-6127
Contact: Noreen Bradbury

Yreka Union HSD
Preece Way
Yreka, 96097
916-842-6151
Contact: Mimi Van Sickle

REGION II

Fairfield-Suisun USD
1100 Civic Center
Fairfield, 94533
707-422-5610
Contact: Marta Leonard

Healdsburg Union HSD
1024 Prince
Healdsburg, 95448
707-431-3427
Contact: Beth Bermudes

Lake County ROP
1152 S. Main St.
Lakeport, 95453
707-263-7069
Contact: Rick Gage

Marin County ROP
1111 Las Gallinas Ave.
San Rafael, 94913
415-499-5842
Contact: Dedo Priest

Mendocino County ROP
575 Low Gap Rd.
Ukiah, 95482
707-462-4904
Contact: Pat Gein

Napa County ROP
1401 Grayson St.
St. Helena, 94574
707-963-7973
Contact: Lynn Baritelle

Novato USD
720 Diablo Ave.
Novato, 94947
415-892-8733
Contact: Jan Page

San Rafael City H.S.
225 Woodland Ave.
San Rafael, 94901
415-485-2319
Contact: Leo Schandler

Santa Rosa City HSD
211 Ridgway Ave.
Santa Rosa, 95401
707-528-5183
Contact: Cyndy Richtsmeier

Solano County ROP
2460 Clay Bank Rd.
Fairfield, 94533
707-429-6445
Contact: Seretha Jefferson

Vallejo City USD
1140 Capital St.
Vallejo, 94590
707-553-1395
Contact: Sharon Ioakimedes

REGION III

Butte County ROP
2120-A Robinson St.
Oroville, 95969
916-538-7743
Contact: Susan Paolone

Colusa UHSD
901 Colusa
Colusa, 95932
916-458-2156
Contact: Harriet Jewett

Glenn County ROP
525 Sycamore
Willows, 95988
916-934-7011
Contact: Mary Brooks Brim

Lassen County ROP
472-013 Johnstonville Rd.
North Susanville, 96130
916-257-2196
Contact: Geneva Profitt

Lassen Union HSD
814 Cottage
Susanville, 91630
916-257-5566
Contact: Betty Anderson

Marysville Joint USD
3470 Hammonton
Marysville, 95901
916-741-6127
Contact: Kathy Sexton

Plumas & Sierra Ctys ROP
P.O. Box 845
Greenville, 95947
916-284-6097
Contact: Shirley Kossow

Shasta Union HSD
3200 Adams Ln.
Redding, 96002
916-222-3505
Contact: Sue Sawyer

Tehama County ROP
1415 Bulkley St.
Red Bluff, 96080
916-527-7666
Contact: Dick Garcia

Tri-County ROP
1547 Starr Dr. Ste. G
Yuba City, 95991
916-741-5120
Contact: Janet Blankenship

REGION IV

Calaveras USD
501 Gold Strike Rd
San Andreas, 95249
209-754-3504
Contact: Trisha James

Central Sierra ROP
4675 Missouri Flat Rd.
Diamond Springs, 95619
916-622-5081
Contact: Roberta Buck

Davis Joint USD
526 B Street
Davis, 95617
916-756-3131
Contact: Katie Goetzinger

El Dorado Union HSD
4675 Missouri Flat Rd.
Diamond Springs, 95619
916-622-5081
Contact: Roberta Buck

Elk Grove USD
6131 Orange Ave.
Sacramento, 95823
916-427-2637
Contact: Margit Hill

Forty-Niner ROP
360 Nevada Street
Auburn, 95603
916-823-4844
Contact: Dr. Mary Lou Naylor

Grant Joint Union HSD
4000 Pinell
Sacramento, 95838
916-921-3708
Contact: Jackie Ray-Ellston

Lake Tahoe USD
P.O. Box 14426
S. Lake Tahoe, 95702
916-541-2850
Contact: Bill Fairley

Nevada Joint Union HSD
Young Parents Program
10657 E. Bennet St.
Grass Valley, 95945
916-272-2632
Contact: Marilynn Keeble

Sacramento City USD
P.O. Box 2271
Sacramento, 95810
916-454-8308
Contact: Barbara Kitz

Sacramento County ROP
9738 Lincoln Village Dr.
Sacramento, 95827
916-366-2584
Contact: Betty Nippert

San Juan USD
LaVista Adult Ed.
5843 Almond Ave.
Orangevale, 95662
916-971-7104
Contact: Georgianna Schales

Washington USD
930 West Acres Rd.
W. Sacramento, 95691
916-371-9300
Contact: Gordon Bridges

Woodland Joint USD
Human Development Corp.
19 Court St.
Woodland, 95695
916-662-9601
Contact: Blanca Barba

REGION V

Ceres USD
P.O. Box 307
Ceres, 95307
209-538-0150
Contact: Brenda Taylor

Lodi USD
525 W. Lockeford St.
Lodi, 95240
209-331-7616
Contact: Colette Castro

Mariposa County USD
P.O. Box 127
Mariposa, 95338
209-966-3663
Contact: Clint Bassemier

Merced County ROP
632 W. 13th St.
Merced, 95340
209-385-8347
Contact: Ida M. Johnson

Merced City HSD
P.O. Box 3707
Merced, 95344
209-385-6522
Contact: Grace Gilbert

Modesto City HSD
426 Locust St.
Modesto, 95351
209-576-4600
Contact: Patti Stanley

Oakdale Joint Union HSD
200 Hinkley Ave.
Oakdale, 95361
209-847-1735
Contact: Chris King

San Joaquin County ROC/P
701 N. Madison
Stockton, 95202
209-944-4488
Contact: Beverly Ford

Sonora Union HSD
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Sonora, 95370
209-532-5511
Contact: Ellen Beck

Stanislaus-Tuol.-Mono ROP
801 County Center 3
Modesto, 95335
209-571-5093
Contact: Leo A. Scheuber

Stockton USD
701 North Madison
Stockton, 95202
209-944-4315
Contact: Jackie Bristow

Turlock Joint Union HSD
1600 E. Canal Dr.
Turlock, 95830
209-667-0645
Contact: Diane Parker

REGION VI

Clovis USD
55 Shaw Ave., Ste.122
Clovis, 93612
209-299-0907
Contact: Steve Price

Fresno Metro ROC/P
11 S. Tielman
Fresno, 93706
209-264-9767
Contact: Nancy Masich

Fresno USD
Tulare & M Sts.
Fresno, 93721
209-441-3662
Contact: Janice Klemm

Hanford Joint Union HS
See Kings County ROP

Kings County ROP
1144 W. Lacey Blvd.
Hanford, 93230
209-582-2823
Contact: Darlene Stankovich

Lemoore Union HSD
See Kings County ROP

Madera USD
1902 Howard Rd.
Madera, 93637
209-673-9151
Contact: Florence Chartier

Porterville Union HSD
589 W. Vine St.
Porterville, 93257
209-782-7095
Contact: Shirl Hanson

Tulare County Org. of Voc.
Youth Employment Services
Ed. Bldg. Career Center
Visalia, 93291
209-733-6620
Contact: Lorene Valentino

Tulare Joint Union HSD
700 E. Kern St.
Tulare, 93274
209-686-0225
Contact: Ken Bryant

Visalia USD
315 E. Aceqyua
Visalia, 93291
209-625-6525
Contact: Linda Riddel

REGION VII

Alameda City USD
2437 Eagle Ave.
Alameda, 94501
415-522-6700
Contact: Christina Kreitz

Contra Costa County ROP
77 Santa Barbara Rd.
Pleasant Hill, 94523
415-944-3448
Contact: Ellen Elster

Fremont USD
4700 Calaveras Ave.
Fremont, 94538
415-792-7366
Contact: Shirley Kesterke

Fremont-Newark ROP
40230 Liaolo Rd.
Fremont, 94538
415-675-0533
Contact: Maria McGhie

Hayward-New Haven ROC/P
26316 Hesperian Blvd.
Hayward, 94540
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Contact: Cindy Christoval

Mt. Diablo USD
1266 San Carlos Ave.
Concord, 94518
415-685-7340
Contact: Joanne Durkee

Oakland USD
417 29th St.
Oakland, 94606
415-834-8745
Contact: Karen Cancino

Pittsburg USD
20 E. 10th St.
Pittsburg, 94565
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Contact: Joy Cullimore

Richmond USD
1108 Bissell Ave.
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Contact: Patrick Halligan

San Francisco USD
350 Broadway St.
San Francisco, 94133
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Contact: Amy Loomis

Tri-Valley ROP
4750 First St.
Pleasanton, 94566
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Contact: Ellen Tumer

REGION VIII

Campbell Union HSD
3235 Union Ave.
San Jose, 95124
408-371-0960
Contact: George Clough

Central Santa Clara ROP
760 Hillsdale Ave.
San Jose, 95136
408-266-9121
Contact: Mary Ann Theodore

East Side Union HSD
School Age Mothers Program
230 N. Capitol Ave.
San Jose, 95133
408-923-4491
Contact: Marilyn Hansen

Gilroy USD
7663 Church St.
Gilroy, 95020
408-842-4313
Contact: Rachel Perez

Jefferson Union HSD
699 Serramonte Blvd.
Daly City, 94015
415-756-0300
Contact: Thomas Fitzpatrick

Mission Trails ROP
867 E. Laurel Dr.
Salinas,93905
408-757-1501
Contact:Esmeralda Mondragon

Monterey Pennensula USD
Herrmann Dr.
Monterey, 93940
408-649-1004
Contact: Rick Buonaccorsi

Pajaro Valley USD
P.O. Box 630
Watsonville, 95076
408-728-6394
Contact: Patricia Nichols

Salinas Union HSD
See Mission Trails ROP

San Benito HSD
1220 Monterey St.
Hollister, 95023
408-637-5831
Contact: Steve Delay

San Jose USD
1088 Broadway AVe.
San Jose, 95125
408-998-6216
Contact: Loretta Del Curto

San Mateo Union USD
300 Piedmont
San Bruno, 94066
415-583-3016
Contact: Roberta McHugh

Santa Clara USD
1840 Benton St.
Santa Clara, 95050
408-984-0631
Contact: Ed Whitehead

Santa Cruz County ROP
809H Bay Ave.
Capitola, 95010
408-476-7140
Contact: Patricia Johns

Sequoia Union HSD
1968 Old Country Rd.
Redwood City, 94063
415-369-1411
Contact: Roberta Lucey

REGION IX

California Youth Authority
3100 Wright Rd.
Camarillo, 93010
805-485-7951
Contact: Audrey Bruckner

Delano Joint Union HSD
1747 Princeton
Delano, 93215
805-725-4000
Contact: Sharon Holgate

Kern Union HSD
2000-24th St.
Bakersfield, 93301
805-831-3327
Contact: George W. Cobb

Kern Union HSD ROP
2000 24th St.
Bakersfield, 93301
805-831-3327
Contact: Bill Watkins

Lompoc USD
4350 Constellation
Lompoc, 93436
805-733-3123
Contact: Janice Pierre

Oxnard Union HSD
309 S. K St.
Oxnard, 93030
805-988-2239
Contact: Chris Smith

Paso Robles Joint Union HS
504 1/2 28th St.
Paso Robles, 93446
805-238-2623
Contact: Alice Jones

Santa Barbara HSD
723 E. Cota St.
Santa Barbara, 93103
805-965-8588
Contact: Patsy Tharpe

Santa Maria Union HSD
251 S. Clark Ave.
Santa Maria, 93455
805-937-6356
Contact: Carole Georgi

Simi Valley USD
875 E. Cochran St.
Simi Valley, 93065
805-526-0200
Contact: Jacquie Richardson

Ventura County ROP
465 Horizon Cir.
Camarillo, 93010
805-388-4222
Contact: Susan Clark

REGION X

Los Angeles USD
1320 W. 3rd St. Rm. 101
Los Angeles, 90017
213-625-4555
Contact: Juanita McDonald

REGION XI

ABC USD
12254 Cuesta Dr.
Cerritos, 90701
213-926-5566
Contact: Jack Profitt

Alhambra City SD
15 W. Alhambra Rd.
Alhambra, 91801
818-308-2210
Contact: Barbara Wong

Antelope Valley Union HSD
44811 N. Sierra Hwy.
Lancaster, 93534
805-948-7655
Contact: Terry O'Connor

Baldwin Park USD
13307 Francisquito Ave.
Baldwin Park, 91706
818-960-0384
Contact: Adriana Figueroa

Bassett USD
904 N. Willow Ave.
La Puente, 91746
818-918-3131
Contact: Lillian Paracuua

Bellflower USD
9242 E. Laurel
Bellflower, 90706
213-925-9478
Contact: Verna Candall

Centinela Valley Union HSD
4859 W. El Segundo Blvd.
Hawthorne, 90250
213-970-1551
Contact: Judi Kusik

Compton USD
417 W. Alondra Bl., Bldg. B
Compton, 90220
213-639-4321 x752
Contact: Charlene Diggs

Culver City USD
4401 Elenda St.
Culver City, 90230
213-839-5100
Contact: Joanne Lowe

Duarte USD
1565 E. Central Ave.
Duarte, 91010
818-358-1191 x243
Contact: Al Scallisi

East San Gabriel Valley ROP
1024 W. Workman
West Covina, 91790
818-338-7623
Contact: Lee Heinrich

El Monte Union HSD
10807 Ramona Bl.
El Monte, 91713
818-443-9491
Contact: Daniel Fernandez

Hacienda-La Puente USD
15959 E. Gale
La Puente, 91749
818-968-4738
Contact: Adriana Larson

Inglewood USD
401 S. Inglewood
Inglewood, 90301
213-419-2500
Contact: Nanny Bryant

La Puente Valley ROP
P.O. Box 3823
La Puente, 91744
818-333-3773
Contact: Donna Howing

Long Beach USD
125 East 8th St. Ste. 200
Long Beach, 90813
213-436-6111
Contact: Zdena McMullen

Lynwood USD
11331 Plaza St.
Lynwood, 90262
213-603-1579
Contact: Jerie Laurel

Monrovia USD
845 E. Colorado
Monrovia, 91016
818-357-3397
Contact: Kathy Brandes

Montebello USD
2100 W.Cleveland Ave.
Montebello, 90640
213-728-2757
Mary Lou Williams

Norwalk-La Mirada USD
14800 S. Jersey Ave.
Norwalk, 90650
213-866-9858
Contact: Melanie Edwards

Pasadena USD
351 S. Hudson
Pasadena, 91109
818-795-6981
Contact: Kathy Moore

Pomona USD
605 N. Park Ave.
Pomona, 91768
714-629-2551
Contact: Gordon Taylor

Southern California ROC
2300 Crenshaw Blvd.
Torrance, 90501
213-320-6700
Contact: Ann Craig

Tri-Cities ROP
9401 S. Painter Ave.
Whittier, 90605
213-698-9571
Contact: Irene Rubio

Youth & Family Center
101 N. La Brea, Ste. 100
Inglewood, 90301
213-671-1222
Contact: Charles Avelar

Anaheim Union HSD
8281 Walker St.
LaPalma, 90620
714-220-4101
Contact: Judy Gappa

Central County ROP
250 S. Yorba
Orange, 92669
714-771-7340
Contact: Nancy Edward

Coastline ROP
1001 Persido Square
Costa Mesa, 92626
714-979-1955
Contact: Corrin Beecham

Fullerton Joint Union HSD
See North Orange County ROP

Huntington Beach Union
10251 Yorktown
Huntington Beach, 92646
714-839-8601
Contact: Cathy McGough

North Orange County ROP
2360 W. LaPalma Ave.
Anaheim, 92801
714-776-2170
Contact: Becky Mittenburger

Orange USD
250 S. Yorba
Orange,92669
714-771-7340
Contact: Nancy Edward

REGION XIII

Baldy View ROP
See Chaffey Union HSD

Chaffey Union HSD
211 W. 5th St.
Ontario, 91762
714-986-1311
Contact: Linda Murdy

Chino USD
See Chaffey Union HSD

Colton Joint USD
See San Bernadino County Consortium

Colton-Red-Yucaipa ROP
See San Bernadino County Consortium

Fontana USD
8330 Locust Ave.
Fontana, 92335-3799
714-350-7478
Contact: Beth Yount

Inyo County ROP
135 S. Jackson
Independence, 93526
619-878-2426
Contact: Don Davies

Jurupa USD
4250 Opal St.
Riverside, 92509
714-781-1821
Contact: Charlotte Kennedy

Rialto USD
See San Bernadino County Consortium

Riverside County ROP
3939 Thirteenth St.
Riverside, 92502
714-788-6516
Contact: Terri Rubi

Riverside USD
2222 Kansas Ave. Ste. G
Riverside, 92507
714-683-4810
Contact: Helen Fields

San Bernadino City USD
See San Bernadino County Consortium

San Bernadino County ROP
601 N. E St.
San Bernadino, 92410
714-387-4448
Contact: Cheryl Thompson

Victor Valley Union HSD
See San Bernadino County ROP

REGION XIV

Escondido Union HSD
240 S. Maple St.
Escondido, 92025
619-480-3153
Contact: Ann Mills

Fallbrook Union HSD
P.O. Box 368
Fallbrook, 92028
619-728-8043
Contact: Diane Shields

Grossmont Union HSD
500 Fesler St. S101
El Cajon, 92020
619-579-4700
Contact: Barbara Lincoln

Oceanside City USD
2080 Mission Ave.
Oceanside, 92054
619-967-1322
Contact: LuAnn Gigante

Poway USD
12450 Glen Oak Rd.
Poway, 92064
619-748-5136
Contact: Jacquie Shutts

San Diego City USD
4100 Normal St., Rm 2034
San Diego, 92103
619-293-8106
Contact: Linda Signorelli

San Diego County ROP
6401 Linda Vista Rd.
San Diego, 92111
619-569-5334
Contact: Virginia Byrd

San Dieguito Union HSD
See San Diego County ROP

Sweetwater Union HSD
467 Moss St.
Chula Vista, 92011
619-691-5611
Contact: Elaine Johnson

Vista USD
1234 Arcadia Ave.
Vista, 92083
619-726-2170
Contact: Brenda Taylor

REGION XV

Brawley Union HSD
480 N. Imperial Ave.
Brawley, 92227
619-344-3560
Contact: Glen and Joyce Sarot

Calexico USD
1030 Encinas Ave.
Calexico, 92231
619-357-2271
Contact: Ozetta Maggard

Central Union HSD
1001 Brighton Ave.
El Centro, 92243
619-352-2471
Contact: Beverly Studer

Imperial Valley ROP
1398 Sperber Rd.
El Centro, 92243
619-339-6432
Contact: Kathy Meloy

NOTES:

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State Department of Education
Career-Vocational Education Division
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Sacramento, CA 95814
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